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ABSTRACT

This study documents the differential sex and age influences on children's judgments of each other's humorousness, whom they prefer for friends, and the relationship between perceptions of humorousness and choice of friends. Two groups of children from a university-operated laboratory school participated in this study: one group consisted of 8-, 9-, and 10-year-old students in the age-heterogeneous Intermediate Unit, and the second consisted of 11-, 12-, and 13-year-old students in the age-homogeneous Advanced Unit. Both groups of children responded to two rating scales measuring the children's interpersonal ratings of social distance and humorousness. Responses were analyzed using repeated measures and two-way between subjects ANOVAs. The results support the notion that gender and age influence friendship preferences and humor perceptions. Within the age levels encountered in this study, cross-sex humorous perceptions are considerably lower than same-sex perceptions, and cross-sex social distance preferences are considerably higher than same-sex preferences. Twenty-two tables and 14 charts are appended. (BB)

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HUMOUR AND SOCIAL DISTANCE RATINGS AMONG ELEMENTARY SCHOOL CHILDREN:

SOME DIFFERENTIAL SEX AND AGE PATTERNS.

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HUMOUR AND SOCIAL DISTANCE RATINGS AMONG ELEMENTARY SCHOOL CHILDREN: SOME DIFFERENTIAL SEX AND AGE PATTERNS.

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An ongoing four year longitudinal analysis has demonstrated a strong relationship ($r = -.71$, $p<.01$) between children's interpersonal perceptions of humour and their perceptions of classroom social distance (Sherman & Wolf, 1984). These findings indicated that children's popularity (low social distance) within their respective classrooms was strongly predicted by their interpersonal ratings of each other's humoursness. Children who were perceived by their peers as particularly lacking in a sense of humour tended to also have great social distance among their classroom peers. These findings tended to also affirm an association between shyness and humour as well as social distance ratings. These previous analyses did not examine the interactive influences of sex and age of raters and ratees. Kane and Lawler (1978) have suggested that sociometric measurements of the type used in these previously reported analyses may be biased with regard to sex. This may also be the case with regard to children of different ages in age-heterogeneous groups. Tajfel (1982) as well as Reykowski (1982) provide some foundation for predicting these moderating effects based upon their theories of intergroup behavior and social motivation. In as much as previous analyses have indicated differential sex and age influences upon interpersonal ratings of social distance (Sherman, 1984), the primary focus of this presentation is to report differential sex and age effects on children's interpersonal ratings of humour. Cross-sex/same-sex as well as cross-age/same-age contrasts of children's humour ratings are

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examined. Similar analyses of children's social distance ratings are integrated into this analysis, also. It is believed that this manner of analysis will reveal factors influencing children's developing cognitive structures of interpersonal attraction.

Method

School Setting and Sample.

Setting. The laboratory school from which the data were collected was administered by a midwestern university school of education. The school annually included approximately 243 children ranging in age from 5 through 13. Structurally there were three levels: the age-heterogeneous Primary Unit, including 5-, 6- and 7-yr-olds; the age-heterogeneous Intermediate Unit, including 8-, 9-, and 10-yr-olds. The Advanced Unit was organized into three traditionally age-homogeneous sixth, seventh and eighth grade classrooms consisting of 11-, 12-, and 13-yr-olds respectively. Six separate classrooms each containing approximately 27 children of mixed ages were utilized in the Primary and intermediate Units. Further descriptions of this population are contained in Sherman (1984a and 1984b).

Sample. The present study focuses upon children between the ages of 8 and 13 in six classrooms. This cross-sectional data examine only the six 8 to 13-yr-old classrooms measured during the last year of the study. The ages of the children were determined as of October 1, the official State of Ohio demarcation point for determining normal grade level placement in public schools.

Instruments.

Social Distance. Annually, during the first two weeks of November, sociometric measures in the form of ratings were obtained in

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the children's homerooms (age-heterogeneous settings for the Intermediate children and age-homogeneous settings for the Advanced Unit (See Asher & Hymel, 1981, Kane & Lawler, 1978, as well as Miller & Gentry, 1980 for further discussions of these techniques). An adaptation of a sociometric rating scale developed by the Horace Mann-Lincoln Institute of School Experimentation (Bureau of Publications, 1947) entitled the Classroom Social Distance Scale, was utilized. The scale is modeled after Bogardus (1928) sociologically oriented strategy and allows each child within any particular classroom to both give and receive from every child a rating on a 1 to 5 continuum. The rating continuum was as follows: "(1) Would like to have her/him as one of my best friends; (2) would like to have her/him in my group but not as a close friend; (3) would like to be with her/him once in awhile but not often or for long at a time; (4) don't mind her/him being in our room but I don't want to have anything to do with her/him; (5) wish she/he weren't in our room." Students were given a survey-matrix in which the columns consisted of an alpha/vertical list of the children in their room, and the rows were labeled in the left margin with the 5-point rating continuum. Children were asked to indicate the statement which most nearly defined their feelings about each person. Each child's mean social distance score was then computed. Theoretically, the mean social distance scores, a continuous measure, could range from 1 to 5 and relatively low scores (1) would indicate less social distance while relatively high scores (5) would indicate greater social distance. This social distance measure could then be analyzed contingent upon various attributes of both the raters and the ratees, such as their gender as well as their age.

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Humor Ratings. In a fashion quite similar to the social distance rating described above, the children were asked to rate each other with regard to how humorous they perceived one another. This measure was similar to one used by Ziv (1979; 1984) who reported test-retest reliability coefficients from .78 to .83 ($p < .01$) for his instrument. Children were instructed as follows: "I want to find out how funny people are. By funny I don't mean funny-looking or dumb or just plain silly, I mean a person has a "good sense of humor," tells good jokes, makes people laugh, and laughs at other's jokes. First find your name and make an 'x' in the column that best describes what most of your classmates might think of you. Next put a check mark ( ) in the column that best describes each one of your classmates on this list." The list, once again, consisted of an alpha/vertical list of children in a classroom, and the horizontal rows consisted of the five point continuum of humorous categories: "(1) Not funny at all, (2) Not too funny, (3) Sometimes funny, (4) Pretty funny and (5) Very funny!." The children's mean classroom ratings were then computed from this form. Relatively high scores (5) would indicate strong while relatively low scores would indicate weak perceptions of humour.

Design and Analysis. The statistical tools used throughout the following analyses of each dependent measure, the social distance and the humour ratings, primarily made use of a within subjects (repeated measures) ANOVA design. Some separate two-way between subjects ANOVA's were also utilized. Since children were rated by all other children in their respective classrooms, both the sex and the age of the rated children were included as main effect "non-repeated" factors, as well as the sexes and ages of the children who did the ratings (these last two factors being repeated measures). Since

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Advanced classroom were not age-heterogeneous, they were excluded from the analyses of the moderating effects of age. Several hypothesis were tested and are outlined below:

I. Social Distance Ratings.

1) Overall Social Distance ratings, regardless of type of rater, will be significantly differentiated by the age of the children receiving the ratings. Younger children will be perceived as being more socially distant than older children.

2) A significant interaction between type of social distance rating (cross- vs same-sex) and age of children will be obtained. Cross-sex ratings will be significantly higher than Same-sex ratings. Children in age-heterogeneous Intermediate classrooms will receive higher ratings than children in age-homogeneous Advanced classrooms. Similar patterns will be obtained for both genders.

3) Cross-sex social distance ratings will not be significantly different between genders and will be significantly different between age groups, with the Intermediate age-heterogeneous classrooms receiving significantly higher social distance ratings than Advanced level children in age-homogeneous classrooms.

4) Same-sex social distance ratings will not be significantly different for either gender or age group.

5) Within the Intermediate level sample only, cross-age Social Distance ratings will be significantly different from same-age ratings. This difference should not be moderated by either the sex or the age of the children.

All of the above hypotheses are based primarily upon the expectation of replicating findings reported earlier by the author (Sherman, 1984a).

II. Humour Ratings.

1) Children's Humour ratings will be significantly differentiated by a significant interaction between their sex and age.

2) Humour ratings will be significantly differentiated by an interaction between the type or rating (same- vs cross-sex) and age. The interaction described above will be the same for both genders. Both the Advanced and Intermediate levels will obtain a significant difference between their cross- vs same-sex Humour ratings, the cross-sex Humour ratings being significantly lower than the same-sex ratings.

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3) Cross-sex humour ratings will not be significantly different between genders and will be significantly different between age groups with Intermediate children in age-heterogeneous Intermediate classrooms receiving significantly lower cross-sex humour ratings than children in age-homogeneous Advanced classrooms. No significant interaction between sex and age was predicted for the children's cross-sex humour ratings.

4) Same-sex humour ratings will not be significantly differentiated by sex or age of children being rated, and no significant interaction between sex and age will be obtained: a Null Hypothesis.

5) Within the Age-heterogeneous Intermediate classrooms humour ratings will be significantly differentiated by an interaction between the type of rating (cross- vs same-age) and the ages of the children. Cross-age ratings will tend to be lower than same-age ratings and older children will tend to have higher ratings than younger children. A similar pattern should be obtained for both genders, also.

Results

The first analyses to be presented concerns children's Social Distance and Humour ratings reflecting mean scores which each child obtained from all peers within their respective classrooms, regardless of the sex or the age of the raters who rated them. Table 1 and 2 as well as Figure 1 reveal that the children's ages were a significant main effect ($p<.001$). Younger children (8- 9- and 10-yr-olds) in age-heterogeneous classrooms received significantly higher Social Distance scores than older (11- 12- and 13-yr-olds) in age-homogeneous classrooms. There was no significant difference in this pattern for either gender and gender did not interact with age.

Put Tables 1 & 2 and Figure 1 here

A similar analysis of the children's Humour ratings also found that age was a significant ($p<.001$) main effect (See Tables 3 and 4 and Figure 2). Advanced level children received more humourous

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ratings from their peers than Intermediate level children. Gender was also a significant ($p<.009$) main effect in the analysis of Humour ratings. No significant interaction between gender and the ages of the children was obtained.

Put Tables 3 & 4 and Figure 2 here

Because of the similarity in pattern of these two analyses it is not surprising that the Social Distance and Humour ratings are significantly ($r = -.71$) and inversely correlated with each other. If one is only interested in the general classroom climate of children's interpersonal attraction and friendship, these two analyses might be strongly suggestive of considering confirmation of the "social facilitating effects of humour" hypothesis relating acceptance and rejection on the basis of a perceived sense of humour.

To examine more subtle complexities of this relationship further analysis were performed, dividing the children's ratings of each other into "same-sex and cross-sex" Social Distance and Humour ratings. These analyses were performed separately for each gender, also. In Tables 5 and 6, as well as Figures 3 and 4, it can be seen that a significant interaction between the type of rating a child receives (cross- vs same-sex) and the children's ages significantly interact ($p<.01$) in differentiating children's Social Distance scores. Furthermore, similar patterns are obtained for both females (Figure 3) and males (Figure 4). This repeated-measures ANOVA strongly points out the significant ($p<.001$) difference between cross- and same-sex ratings, thus justifying the consideration of gender of rater as a strong influence on the type of rating a child receives!

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Put Tables 5 & 6 and Figures 3 & 4 here

The difference between same-sex and cross-sex ratings is significantly less in older children than in younger children. Table 7 and 8 and Figure 5 and 6 display two separate analyses, one for cross-sex and the other for same-sex Social Distance ratings, and examines the main effects of gender and age in two separate between subjects ANOVA designs. The analysis of cross-sex Social Distance ratings displayed in Figure 5 shows, once again, that the age of the children is a significant ($p<.01$) main effect, and this is so regardless of gender. Neither gender nor age, nor their interaction, are significant main effects in the analysis of children's same-sex Social Distance ratings.

Put Tables 7 & 8 and Figures 5 & 6 here

Since Social Distance ratings were so strongly differentiated by an interaction between the gender of the raters and the ages of the children, the following analyses, likewise, used these two factors as main effects in the analysis of children's Humour ratings. Once again, two separate Humour scores were computed, one for cross-sex and the other for same-sex Humour ratings. Tables 9 and 10 and Figures 7 and 8 display two separate between subjects ANOVAs of children's cross-sex and same-sex humour ratings by gender and age. The primary significant ($p<.01$) main effect in both of these analyses was the age of the child being rated. This was most clearly the case in the analysis of cross-sex ratings where the younger Intermediate level

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children perceived themselves much less humourous than the older Advanced level children. Although a similar pattern was obtained for the children's same-sex humour ratings, it does not appear to clearly differentiate Intermediate from Advanced children. Gender did not significantly interact with age nor was it a significant main effect in either the same-sex or the cross-sex analysis.

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put Tables 9 & 10 and Figures 7 & 8 here

The significance of the difference between same-sex and cross-sex humour ratings was analyzed with a repeated measures ANOVA which also tested for the moderating influence of age. Since significant differences between Intermediate and Advanced level children were obtained in the previous analysis, the following analysis examined the Intermediate and Advanced level children separately. Tables 11 and 12 and Figure 9 display the results of these analyses which both indicate that cross-sex ratings of humour are significantly different from same-sex ratings. The age of the children was not a significant main effect and it did not interact with the type of rating (cross- vs same-sex) the children received. It might be noted that the difference between same-sex and cross-sex humour ratings is not nearly so pronounced in the Advanced level sample as it is in the Intermediate level sample.

Put Tables 11 & 12 and Figure 9 here

Differences between Advanced and Intermediate level samples and the two genders were also investigated with regard to the cross-sex

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and same-sex humour ratings. Tables 13 and 14 and Figure 10 display two analyses, one for each gender separately. In both analyses a significant ($p<.001$) interaction between the type of Humour rating (cross- vs same-sex ratings) and the classroom level (Advanced vs Intermediate) were obtained. Intermediate children's cross-sex humour ratings tended to be lower than their same-sex ratings. The same-sex humour ratings do not appear to be significantly different in either the Advanced or Intermediate levels. However, the cross-sex ratings are significantly lower in the Intermediate level than they are in the Advanced classroom levels. Since this pattern was so similar for both genders it was believed that the same analysis could be done ignoring gender. Thus, Tables 15 and 16 and Figure 11 display an analysis of the effects of type of Humour rating (cross-sex vs same-sex) and classroom level (Advanced vs Intermediate). A significant ($p<.001$) interaction was encountered between type of rating and classroom level, with cross-sex humour ratings being significantly lower than same-sex humour ratings, especially in the Intermediate level classrooms.

Put tables 13 through 16 and Figures 10 and 11 here

Since both gender's Same-sex and Cross-sex humour ratings appear to be quite similar throughout much of the previous analyses, one additional analysis was performed in order to examine any possible interaction between the sex of the child receiving ratings and the type of humour rating (cross- vs same-sex) they received (see Tables 17 and 18 and Figure 12). This analysis did barely obtain a significant ($p<.03$) interaction between the two main effects.

Although both genders received greater humour ratings from their same-sex peers than they did from their opposite sex peers, this pattern was more pronounced among boys than girls.

Put Tables 17 & 18 and Figure 12 here

The children's same-sex and cross-sex humour ratings across the entire sample of 164 children were moderately correlated with each other ($r=.35$, $p<.001$). A similar correlation between the same-sex and cross-sex Social Distance ratings was likewise obtained across the entire sample of 170 children ($r=.40$, $p<.001$). While the cross-sex humour ratings were significantly and negatively correlated with their cross-sex Social Distance ratings ($r=-.27$, $p<.001$, $n=160$), no significant relationship was obtained between their same-sex humour and same-sex Social Distance ratings.

From the previous analyses it is obvious that the children's ages as well as the type of. behavior setting within which they reside (Intermediate level age-heterogeneous vs Advanced level age-homogeneous) may be factors moderating the children's interpersonal perceptions. There is an obvious point of confoundment here, since we can only examine the cross-age influences in a behavior setting which is age-heterogeneous. The Advanced level children were in age-homogeneous settings. Thus, cross sectional developmental trends may be confounded by the influence of the two different behavior settings (age-homogeneous vs age-heterogeneous).

Since earlier analyses (Sherman, 1984) of the Intermediate level indicated an interaction between the age of the raters and the age of the children whom they rate, additional analyses examining the

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influence of these two factors was pursued. For Intermediate level children only, both the Social Distance and Humour ratings were re-computed to obtain separate cross-age and same-age Social Distance and Humour ratings. Each child had a separate mean cross-age and mean same-age Social Distance as well as Humour rating score. Table 19 and 20 and Figure 13 show the results of two analyses of Humour ratings, one for each gender separately. The two main effects examined here were the ages of the children (8- 9- and 10-yr-olds) and type of rating (cross- vs same-age ratings). Females obtained a significant ($p<.003$) interaction between age and type of rating, where the difference between same-age and cross-age ratings was at a maximum for 10-yr-olds, while there was no significant difference between the two types of ratings in the 8- and 9-yr-old population. For the Males, only the maine effect of type of rating was significant ($p<.02$), and this was so primarily in the 9- and 10-yr-old groups. The male Humour ratings received by same-age peers were significantly more humourous than those contributed by different aged peers (cross-age ratings).

Put Tables 19 and 20 and Figure 13 here

The analyses of children's cross- and same-age Social Distance ratings were performed on each sex separately and are contained in Tables 20 and 21 and Figure 14. Once again as in the previous analyses of cross- and same- age Humour ratings, the females cross- and same-age Social Distance ratings appear somewhat different from their male counterparts. The males clearly demonstrate a significant ($p<.001$) difference between the cross-age and same-age ratings which they receive, and this difference remains regardless of what age the

children are. Cross-age Social Distance ratings are significantly ($p<.01$) more distant than same-age ratings for the male subjects. The females demonstrated a more complex and significant interaction between the type of ratings they receive (cross- vs same-age) and their ages. Only in the 10-yr-old females do we see a similar pattern of cross-age Social Distance ratings being significantly ($p<.01$) more distant than the same-age ratings. For the 8- and 9-yr-old females an opposite finding was obtained where the cross-age Social Distance ratings were significantly less distant than the same-age ratings, a clearly unexpected and somewhat confusing finding.

Put Tables 21 & 22 and Figure 14 here

Since the two previous analyses of cross- and same-age ratings demonstrated quite different patterns for the two genders, no further analyses of the scores appeared warranted. While the two types of ratings (cross- vs same-age) which children receive from their classroom peers are significantly different from each other, the manner in which they differ is definitely moderated by their sex, and this appears to be the case for either their cross- or same-age Humour or Social Distance ratings. The ages of the children, and more specifically the Advanced vs the Intermediate level classroom settings appears to be moderating the differences between cross- and same-sex Humour and Social Distance ratings as well.

Conclusions

As the old adage goes, "Beauty is in the eye of the beholder," so to might humour be seen differently, depending upon who is making the judgement. The primary purpose of this study has been to document differential influences upon raters' judgements of each others' humourousness, as well as who they prefer for friends, and the relationship between those perceptions of humoursness and their choice of friends. The data clearly support earlier reports of the influence of gender and age upon friendship preferences and, not surprisingly, humour perceptions as well. Children's cognitive networks, or "life-spaces," clearly are not random. They appear to have significant patterns demonstrating preferences for humourous peers of the same age and gender. Thus, the socially facilitating effects of humour appear to be indicated in both genders. Within the age levels encountered in this study, cross-sex humour perceptions are considerably lower than same-sex perceptions, and cross-sex social distance preferences are likewise considerably higher than same-sex preferences. All the previously stated hypotheses were confirmed for the most part. Differences between genders with regard to the type of ratings (cross- vs same-sex and cross- vs same- age) which they received were, then, not unexpected, with the noteable exception of females cross- vs same-sex Social Distance ratings in the Intermediate level 8- and 9-yr-old children.

Chapman's (1983) excellent review of social interaction in and social facilitation of humour and laughter detail several factors being associated with the social facilitation of laughter including

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the sex, age, sexual mix of group (cross- and same-sex dyads), friendly vs strange company, as will as age-mix of group. The majority of studies which he reports are quite rigorous in their experimental design and implimentation. However, it must be noted that these studies investigate the influence of these independent variables upon laughter production, not the relationship between perceptions of humourous people and social desirability, or preference. Chapman (1983) does suggest a relationship between social status and humour.

The social psychological theories of the late Henri Tajfel (1978; 1982) might be particularly relevant in explaining some of these findings. Tajfel (1982) has described four key constructs which are associated with inter-group behavior: (1) social categorization, (2) social identity, (3) social comparisons, and (4) positive group distinctiveness. If one assumes that people socially create a network of various cognitive categories of other human beings (social categorization), and attempt to define their own membership within those categories (social identity), as well as evaluate the characteristics which are assigned to various positions within those categories, then perhaps one relevant dimension among those categories might indeed be a sense of humor. Reykowski (1982) has taken issue with the categorical nature of Tajfel's model and suggests a more continuous manner of measurement, similar to the social distance and humor ratings utilized in this study. Nevertheless, it is believed that the relationships and confirmation of most of the hypotheses set out at he beginning of this paper tend to confirm the reality of Tajfel's inter- and intra-group behaviors. In their earlier study of the "Context and Ethnic Humour in Intergroup Relations," Bourhis,

Gadfield, Giles and Tajfel (1977) presented evidence demonstrating the influence of intergroup reltions upon the perceptions and appreciation of ethnic humour. Martineau's (1972) sociologically and anthropologially based model implies that while humour may facilitate social relations, it may also aggravate interpersonal friction. The reciprocal pattern of social preference found in the present study may be evidence of the children's awareness of a distinct social code: girls should prefer girls for friends and boys should prefer boys. In a similar fashion there may exist some enmity between children of different ages. Perhaps each gender and age group also utilizes a particularly stereotypic type of humour (sexist and ageist in content) which assists in maintaining this separation? The data tend to support this conclusion especially in behavior settings where intergroup competition might be involved (mixed-aged classrooms). It should be noted that while older children appear more positively receptive to the opposite sex's humour than younger children, the two sexes clearly appreciate the humour and prefer the friendship of their own sex. Ziv (1984, pp 157-160) suggests one explaination concerning "sex-role expectations."

The present author is highly aware of one often used description of highly desirable persons that goes "He/She has a good sense of humour." This cliche-like phrase is almost always used to describe a highly valued attribute of a person. The present study strongly confirms this popular description, but with some qualifications: mainly, those dealing with the gender as well as age of the perceivers, as well as the gender and age of the persons who are perceived, and also the type of behavior setting in which opportunities exist to be rated or rate other children. With regard

to humour methodology and research, when one is examining the inter-personal perceptions of children's humourousness, as well as their inter-personal preferences for friendship, the gender of the raters and ratees as well as the ages of the raters and ratees (especially in mixed-aged behavior settings) should be strongly considered as moderating, or interacting influences. One example from the present study might help in the realization of this obvious caution. The analyses of overall Humour ratings, regardless of the attributes of the raters, contained in Tables 3 and 4 and Figure 2 obtained a significant interaction between age and sex of rated children, however males were consistently perceived as more humourous than females at all age levels. Taken at face value this finding tends to confirm Ziv's (1984) previous findings that males are perceived as being more humourous than females. However when we examine their same-sex and cross-sex ratings of each other we did not find any significant gender differences, only age differences, and always a significant difference between cross-sex ratings and same-sex ratings of humour. Ziv's (1984) sample consisted primarily of Adolescent Israeli Subjects. Our study, of course, was done with younger subjects in a somewhat unique age-heterogeneous behavior setting. Although developmental trends suggesting that older children are perceived as more humourous as well as less socially distant than younger children, it is believed that this pattern is confounded by the effects different behavior settings (age-heterogenous vs age-homogeneous settings). The present study cannot resolve this confoundment, but certainly offers a word of caution with regard to the several statistically significant variables encountered which may influence children's appreciation of each other's humourousness, as

well as their friendship preferences.

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Table 1
Mean Social Distance Ratings by Age and Sex.

Level	Sex				Both Sexes	
	Females		Males			
Age	n	Mean	n	Mean	Mean	Duncan *
Intermediate						
8	11	3.03	16	2.95	2.98	A
9	10	2.87	18	2.97	2.93	A
10	17	2.60	8	2.98	2.72	B
Advanced						
11	18	2.46	15	2.43	2.45	C B
12	13	2.18	14	2.38	2.28	C
13	11	2.29	19	2.38	2.34	C
Across Ages	80	2.55	90	2.66		ns

*Means with the same letter are not significantly ($p<.05$) different.

Table 2
Two-way Between Subjects ANOVA of Social Distance Scores by Age by Sex.

Source	DF	MSe	F	p<
A (Sex)	1	.51	1.82	ns
B (Age)	5	2.54	9.07	.001
A x B Interaction	5	.17	.61	ns
Between Ss error	158	.28	--	--

$R2=.24$, $p<.01$.

Table 3
Mean Humour Ratings by Age and Sex.

Level	Sex				Both Sexes	
	Females		Males			
Age	n	Mean	n	Mean	Mean	Duncan *
Intermediate						
8	10	2.24	16	2.39	2.33	B
9	9	2.32	18	2.64	2.53	B
10	16	2.47	9	2.64	2.53	B
Advanced						
11	18	2.77	13	3.02	2.88	A
12	13	2.70	14	3.04	2.88	A
13	10	2.77	19	2.81	2.80	A
Across Ages	76	2.57	89	2.75	(p<.05, Duncan)	

*Means with the same letter are not significantly (p<.05) different.

Table 4
Two-way Between Subjects ANOVA of Humour Ratings by Age by Sex.

Source	DF	MSe	F	p<
A (Sex)	1	1.79	6.83	.009
B (Age)	5	1.45	5.54	.001
A x B Interaction	5	.18	.32	ns
Between Ss error	153	.26	--	--

R2=.19, p<.01.

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Table 5
Mean Cross- and Same-Sex Social Distance Ratings by Sex by Age.

		Females			Males	
Classroom Level Age	n	Cross-Sex Mean	Same-Sex Mean	n	Cross-Sex Mean	Same-Sex Mean
Intermediate						
8	11	3.71	1.97	16	3.57	2.16
9	10	3.89	2.06	18	3.28	2.34
10	17	3.63	2.18	10	3.46	2.56
Advanced						
11	18	2.86	2.30	13	2.86	2.01
12	13	2.61	1.88	14	2.48	1.78
13	11	2.61	1.70	19	2.69	2.32

Table 6
Two Three-way Within Subjects ANOVA's of Cross- and Same-Sex Social Distance Ratings by Ages.

	Females			Males		
Source	DF	MSe	F	DF	MSe	F
A (Ages)	5	2.91	5.29*	5	2.88	5.40*
Ss within A error	74	.53		84	.53	
B (Cross- vs Same-Sex)	1	54.88	264.58*	1	31.98	139.16*
A x B interaction	5	1.92	9.26*	5	.99	4.32*
B x Ss within A error	74	.21		84	.23	

*p<.01

Female R2 = .88 and Male R2 = .83.

Table 7
Mean Cross- and Same-sex Social Distance Ratings by Sex and Ages.

Sex Classroom Level Age Group	n	Type of Rating Cross-sex Mean	 Same-sex Mean
Females			
Intermediate			
8	11	3.53	2.27
9	10	3.43	2.21
10	17	3.64	2.10
Advanced			
11	18	2.81	2.06
12	13	2.49	1.83
13	11	2.42	1.97
Males			
Intermediate			
8	16	3.40	2.25
9	18	3.63	2.16
10	10	3.54	2.16
Advanced			
11	13	3.03	2.31
12	14	2.68	2.06
13	15	2.64	2.06

Table 8
Two Two-way Between Subjects ANOVA's of Same- and Cross-Sex Social Distance Ratings by Sex and Age.

		Cross-Sex Ratings		Same-sex Ratings	
Source	DF	MS	F	MS	F
A (sex)	1	.40	.89	.347	.95
B (Age Group)	5	6.16	13.63*	.376	1.03
A x B Interaction	5	.18	.41	.104	.29
Between Subjects error	154	.45	--	.366	--

*(p<.01)

Same-Sex Rating R2 = .05 (p>.05)and Cross-Sex Ratings R2 = .33 (p<.001).

Table 9
Mean Cross- and Same-sex Humour Ratings by Sex and Ages.

Sex Classroom Level Age Group	n	Type of Rating Cross-sex Mean	 Same-sex Mean
Females			
Intermediate			
8	10	2.23	3.29
9	9	2.03	2.71
10	16	2.12	2.79
Advanced			
11	18	2.88	2.77
12	13	2.81	2.87
13	10	2.85	3.24
Males			
Intermediate			
8	16	2.12	3.19
9	18	2.08	2.82
10	8	1.97	2.58
Advanced			
11	13	2.65	3.22
12	14	2.62	3.12
13	15	2.57	2.88

Table 10
Two Two-way Between Subjects ANOVA's of Same- and Cross-Sex Humour Ratings by Sex and Age.

		Cross-Sex Humour Ratings		Same-Sex Humour Ratings	
Source	DF	MS	F	MS	F
A (sex)	1	.866	2.71	.024	.07
B (Age group)	5	3.120	9.76*	.975	2.87*
A x B Interaction	5	.084	.26	.613	1.80
Between Subjects error	148	.320	--	.34	--

*(p<.01)

Same-Sex Ratings R2 = .13 (p<.03) and Cross-Sex Ratings = .27 (p<.001).

Table 11
Mean Cross- and Same-Sex Humour Ratings by Ages in Advanced and Intermediate Classrooms.

Level	Age	n	Rating Type: Cross-Sex Mean	Rating Type: Same-Sex Mean
Intermediate				
	8	26	2.17	3.24
	9	27	2.06	2.78
	10	24	2.07	2.72
Advanced				
	11	31	2.79	2.72
	12	27	2.71	3.00
	13	29	2.66	2.99
Whole Sample		164	2.43	2.95

Table 12
Two Three-way Within Subjects ANOVA's of Humour Ratings by Age by Type of Rater (Cross- vs Same-Sex).

	Classroom Level: Advanced			Intermediate		
Source	DF	MSe	F	DF	MSe	F
A (Age)	2	.03	.08	2	1.48	2.80
Ss within A error	84	.39	--	74	.52	--
B (Cross- vs Same Sex)	1	2.96	20.70*	1	25.24	88.32*
A x B Interaction	2	.10	.70	2	.64	2.26
B x Ss within A error	84	.14	--	74	.28	--

*p<.001

R2=.75 for the Advanced level and R2=.76 for the Intermediate Level Analyses.

Table 13
Mean Cross- and Same-sex Humour Ratings For Both Genders In The Advanced and Intermediate Classroom Levels.

	Gender			
	Females		Males	
Type of Rating	Advanced n=41	Intermediate n=35	Advanced n=46	Intermediate n=42
Cross-sex Raters	2.85	2.13	2.61	2.08
Same-sex Raters	2.92	2.91	3.04	2.92

Table 14
Two Three-way Within Subjects ANOVAs of Mean Cross- and Same-sex Humour Ratings by Classroom Level (Advanced vs Intermediate) For Each Gender.

	Females			Males		
Source	DF	MS	F	DF	MS	F
A (Classroom Level)	1	4.98	13.52*	1	4.69	8.48*
Subjects within A error	74	.37	--	86	.55	--
B (Cross- vs Same-Sex)	1	6.71	33.70*	1	17.85	83.42*
A x B Interaction	1	4.89	24.57*	1	1.81	8.44*
B x Subjects within A error	74	.20	--	86	.21	--

* $p < .001$.

R2 for Female analysis was .74 ($p<.0001$) and for the Male analysis was .79 ($p<.0001$).

Table 15
Mean Cross- and Same-Sex Humour Ratings for the Advanced and Intermediate Classroom Levels, Both Genders Pooled.

	Classroom Level		Both
	Advanced	Intermediate	Levels
Type of Rating	(n=87)	(n=77)	(n=164)
Cross-Sex Raters	2.72	2.10	2.43
Same-Sex Raters	2.98	2.91	2.95
Both Rater Types	2.85	2.51	

Table 16
Three-way Within Subjects ANOVA of Cross- and Same-Sex Humour Ratings by Classroom Level, Both Genders Pooled.

Source	DF	MSe	F	p<
A (Level)	1	9.69	20.92	.001
Ss within A error	162	.46	--	
B (Cross- vs Same-Sex)	1	23.50	45.27	.001
A x B Interaction	1	6.29	29.36	.001
B x Ss within A error	162	.21	--	

R2 = .756 (p<.001).

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Table 17
Mean Cross- and Same-Sex Humour Ratings of 76 Female and 88 Male Children.

Type of Rating	Sex of Child	
	Females	Males
Cross-sex	2.52	2.35
Same-sex	2.91	2.98

Table 18
Three way within subjects ANOVA of Sex of Child by Sex of Rater (Cross- vs Same-Sex) with repeated measures on the last factor.

Source	DF	MS	F	p<
A (Sex of Child)	1	.198	.38	ns
Subjects within Sex error	162	.522		
B (Cross- vs Same-Sex)	1	21.278	86.52	.0001
A by B Interaction	1	1.127	4.58	.03
Subjects within B by A	162	.246		

R2=.73 (p<.001).

Table 19
Cross- and Same Age Humour Ratings of 8- 9- and 10-yr-olds of Both Genders.

Gender and Age	n	Type of Rating: Cross-Age	Same-age
Females			
8	10	2.67	2.58
9	9	2.31	2.30
10	16	2.22	2.86
Males			
8	16	2.64	2.67
9	18	2.35	2.68
10	8	2.21	2.44

Table 20
Two Three-way Within Subjects ANOVAs of Humour Ratings For Intermediate Age-Heterogeneously Grouped Children's Ages By Age of Raters (Cross- vs Same-age Raters).

	Females			Males		
Source	DF	MS	F	DF	MS	F
A (Age Group)	2	.53	1.33	2	.57	.75
Subjects within A	32	.40	--	39	.77	--
B (Cross- vs Same-age)	1	.52	3.41*	1	.71	5.89**
A x B Interaction	2	1.04	6.81***	2	.20	1.62
B x Subjects within A error	32	.15	--	39	.12	--

* p<.07.
** p<.02.
*** p<.003.

R2 for the Female analysis was .78 (p<.001) and for the Male analysis was .87 (p<.0001)

Table 21
Cross- and Same Age Social Distance Ratings of 8- 9- and 10-yr-olds of Both Genders.

Gender and Age	n	Type of Rating: Cross-Age	Same-age
Females			
8	11	2.84	3.18
9	10	2.93	3.38
10	17	3.24	2.39
Males			
8	16	2.99	2.62
9	18	2.93	2.55
10	10	3.06	2.82

Table 22
Two Three-way Within Subjects ANOVAs of Social Distance Ratings For Intermediate Age-Heterogeneously Grouped Children's Ages By Age of Raters (Cross- vs Same-age Raters).

	Females			Males		
Source	DF	MS	F	DF	MS	F
A (Age Group)	2	.78	1.09	2	.27	.64
Subjects within A	35	.71	--	41	.61	--
B (Cross- vs Same-age)	1	.01		1	2.20	11.07***
A x B Interaction	2	3.64	22.23***	2	.04	.18
B x Subjects within A error	35	.16	--	41	.20	--

* p<.07.
** p<.02.
*** p<.003.

R2 for the Female analysis was .86 (p<.001) and for the Male analysis was .77 (p<.0001)

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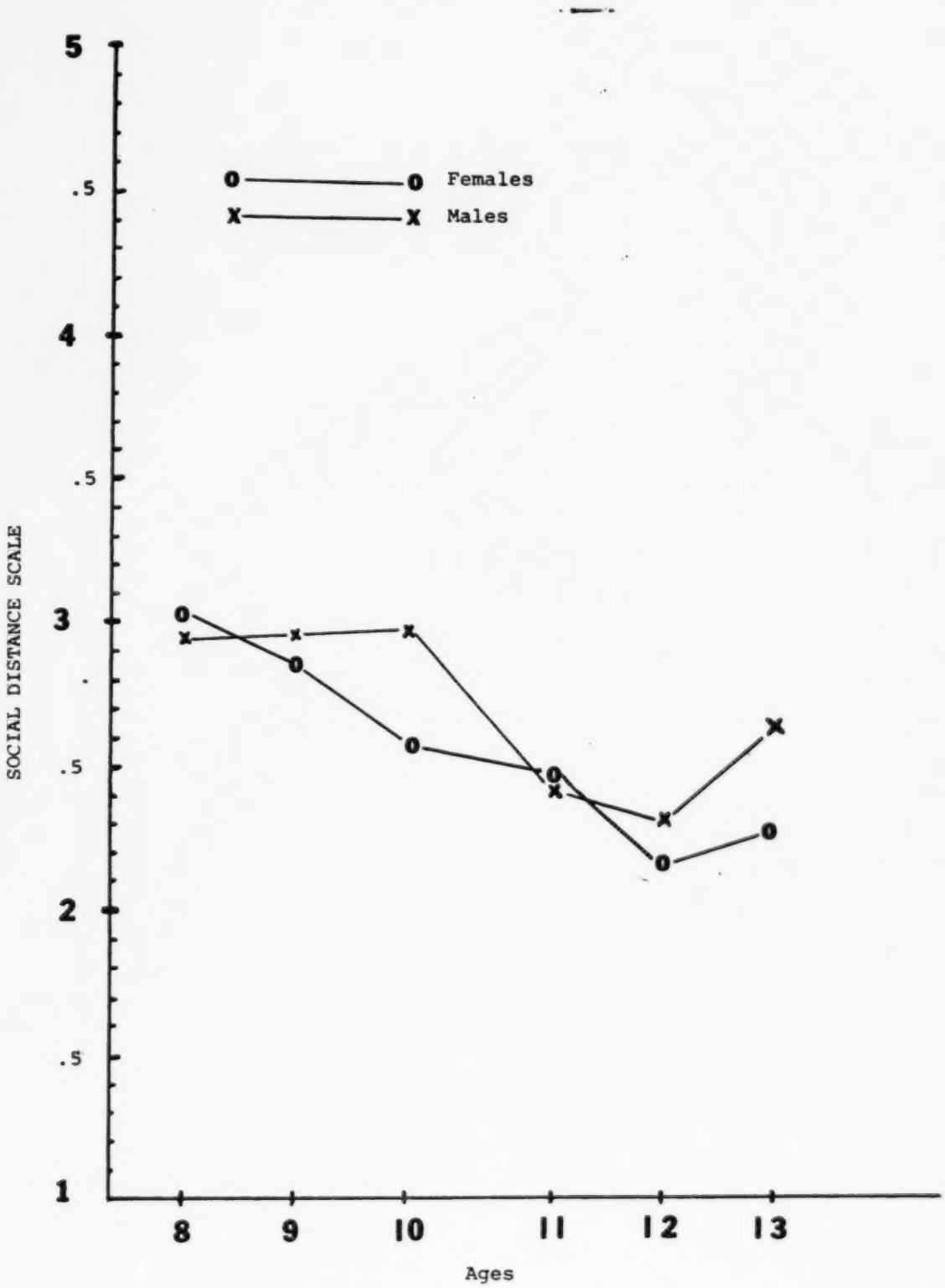

Figure 1
Mean Social Distance Ratings by Age by Sex

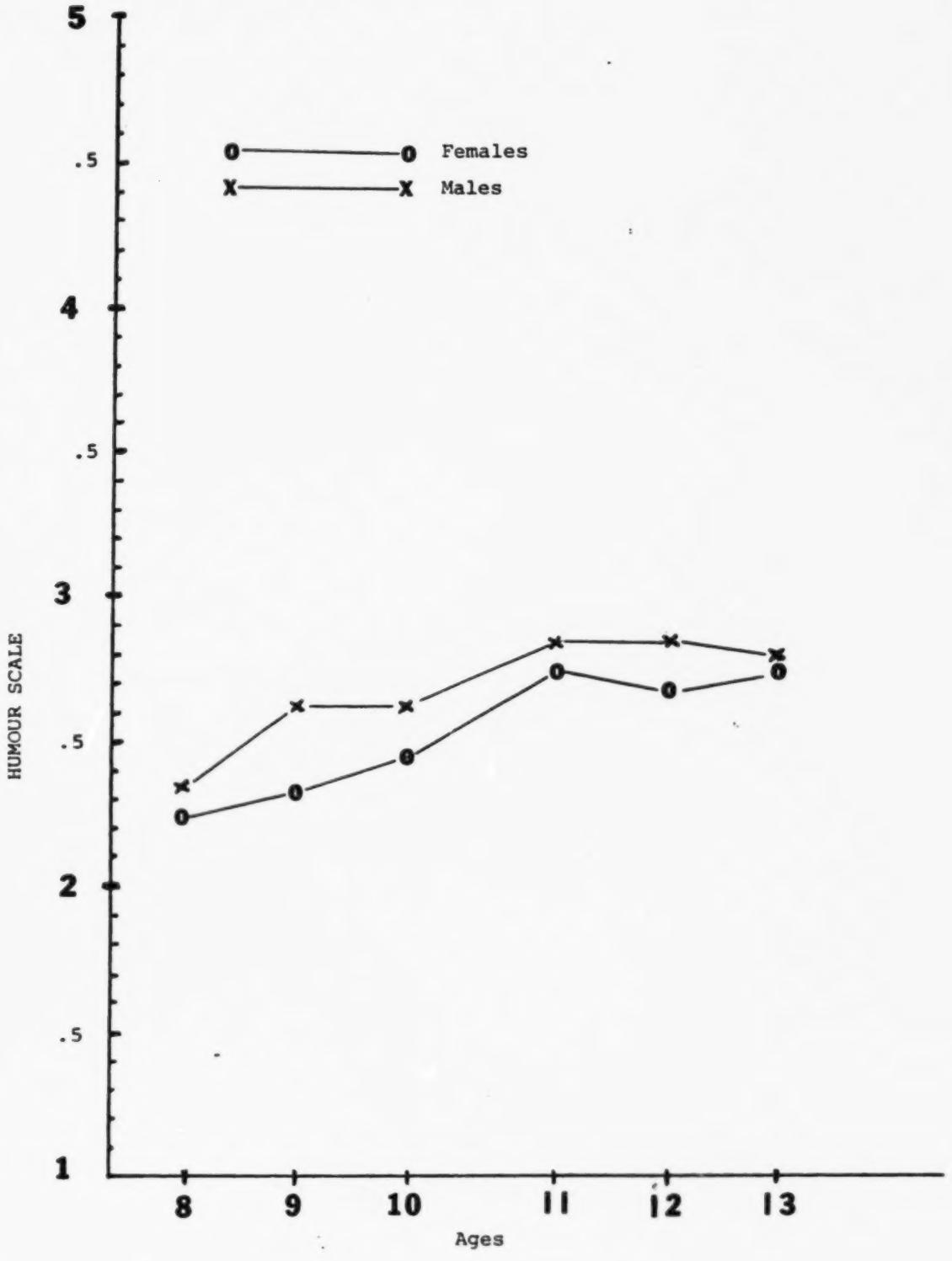

Figure 2
Mean Humour Ratings by Age and Sex.

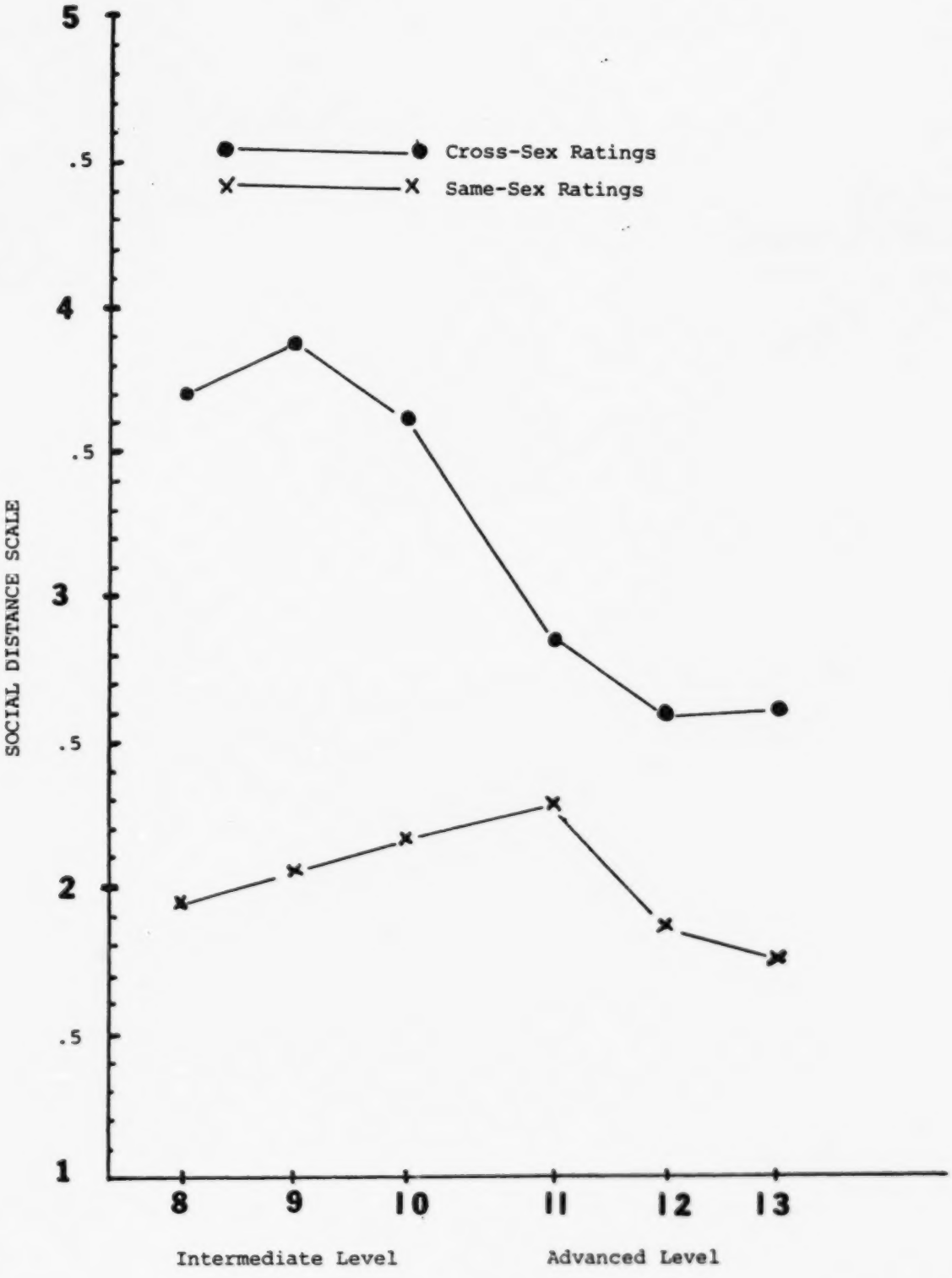

Figure 3
Females Cross- and Same-Sex Social Distance Ratings by Age.

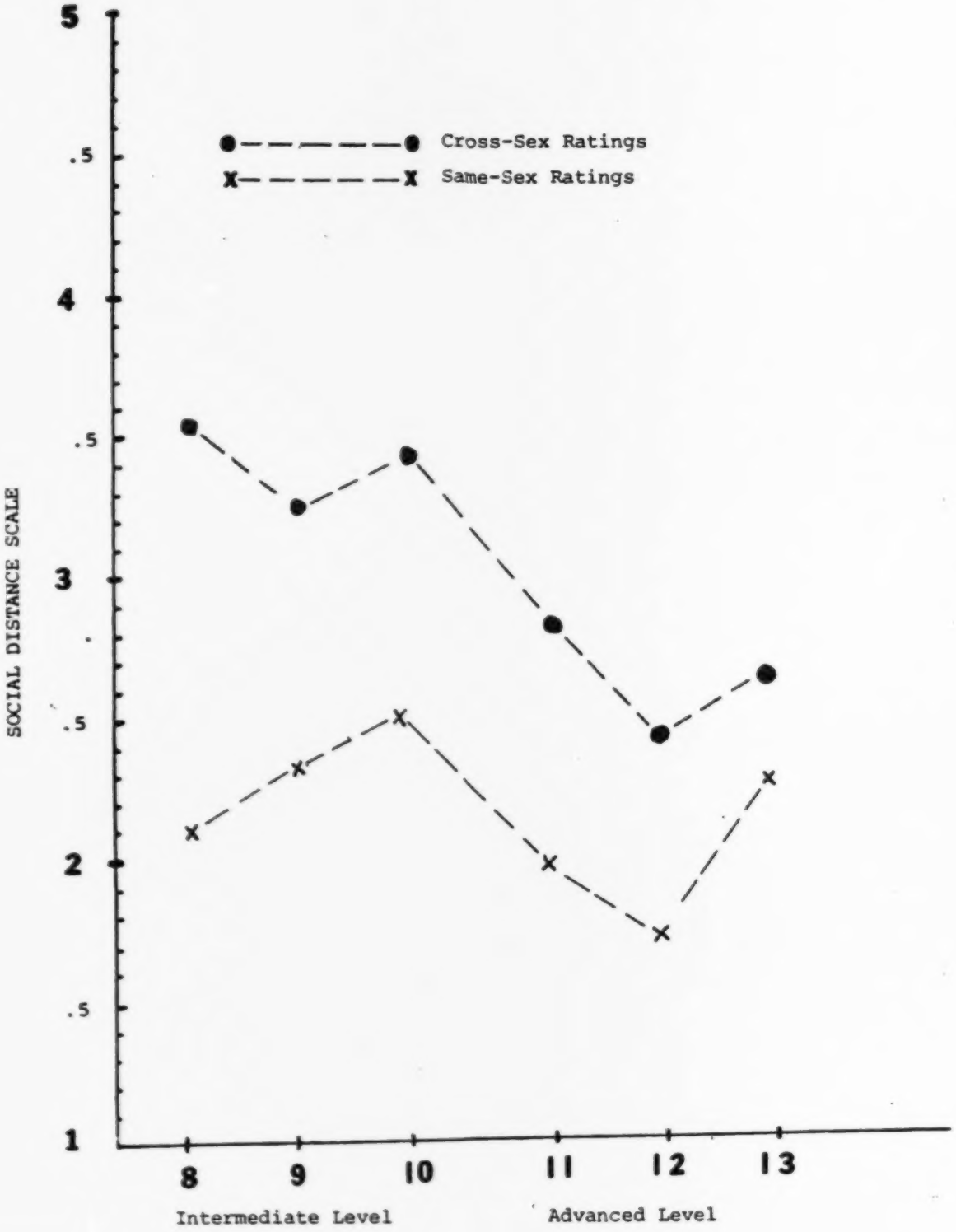

Figure 4
Male Cross- and Same-Sex Social Distance Ratings by Age.

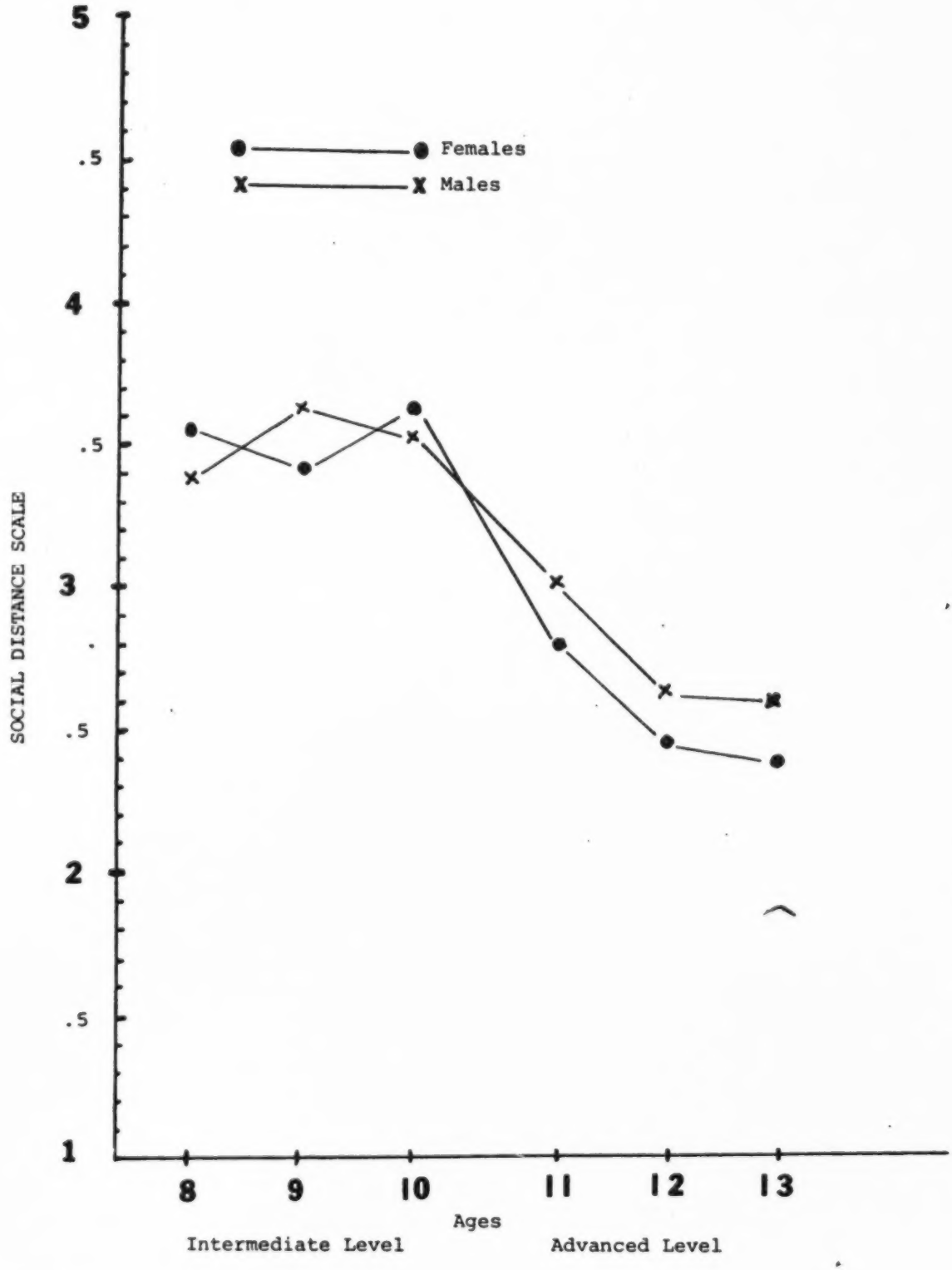

Figure 5
Mean Cross-Sex Social Distance Ratings by Sex by Age.

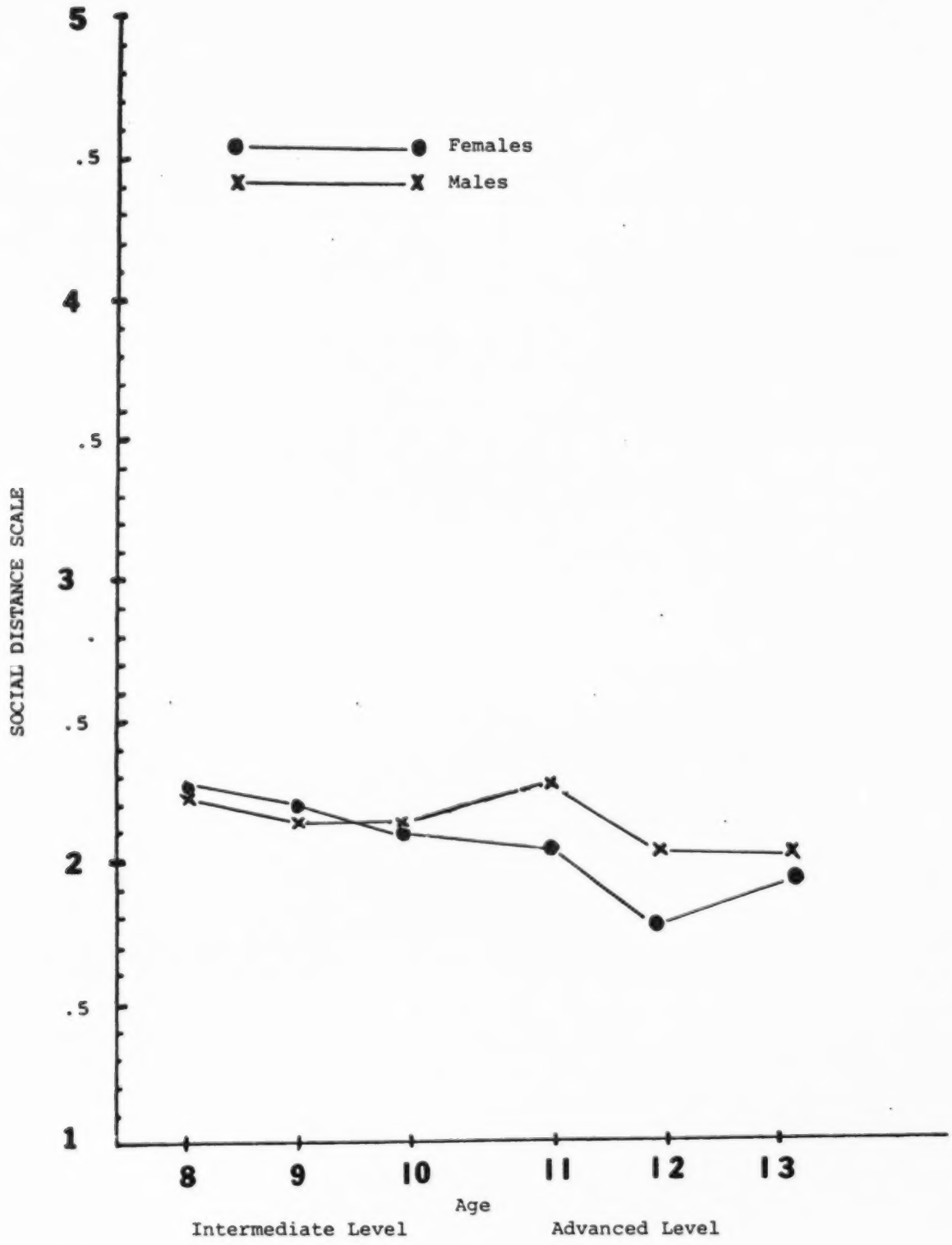

Figure 6
Mean Same-Sex Social Distance Ratings by Sex and Age.

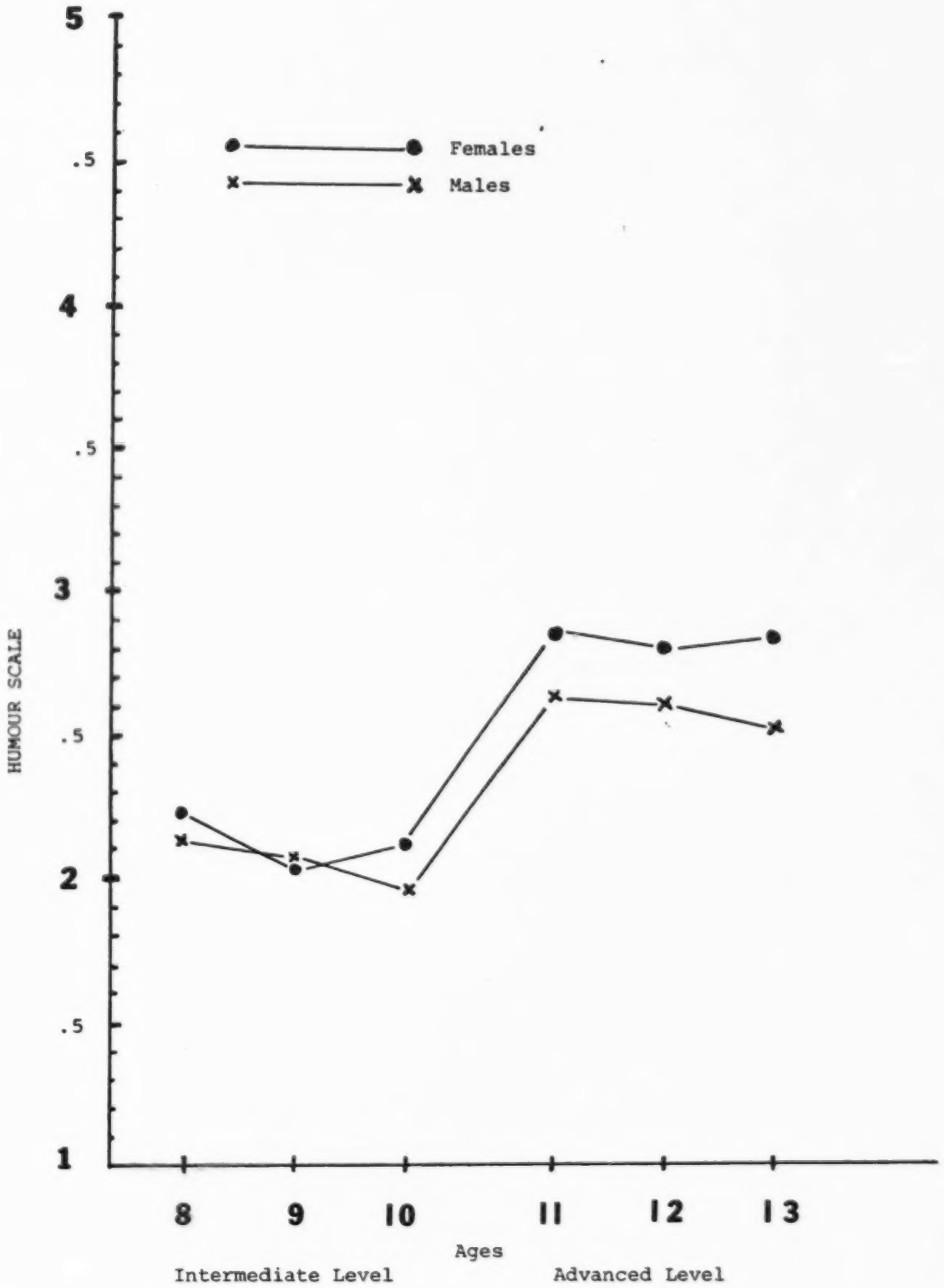

Figure 7

Mean Cross-Sex Humour Ratings by Sex and Age.

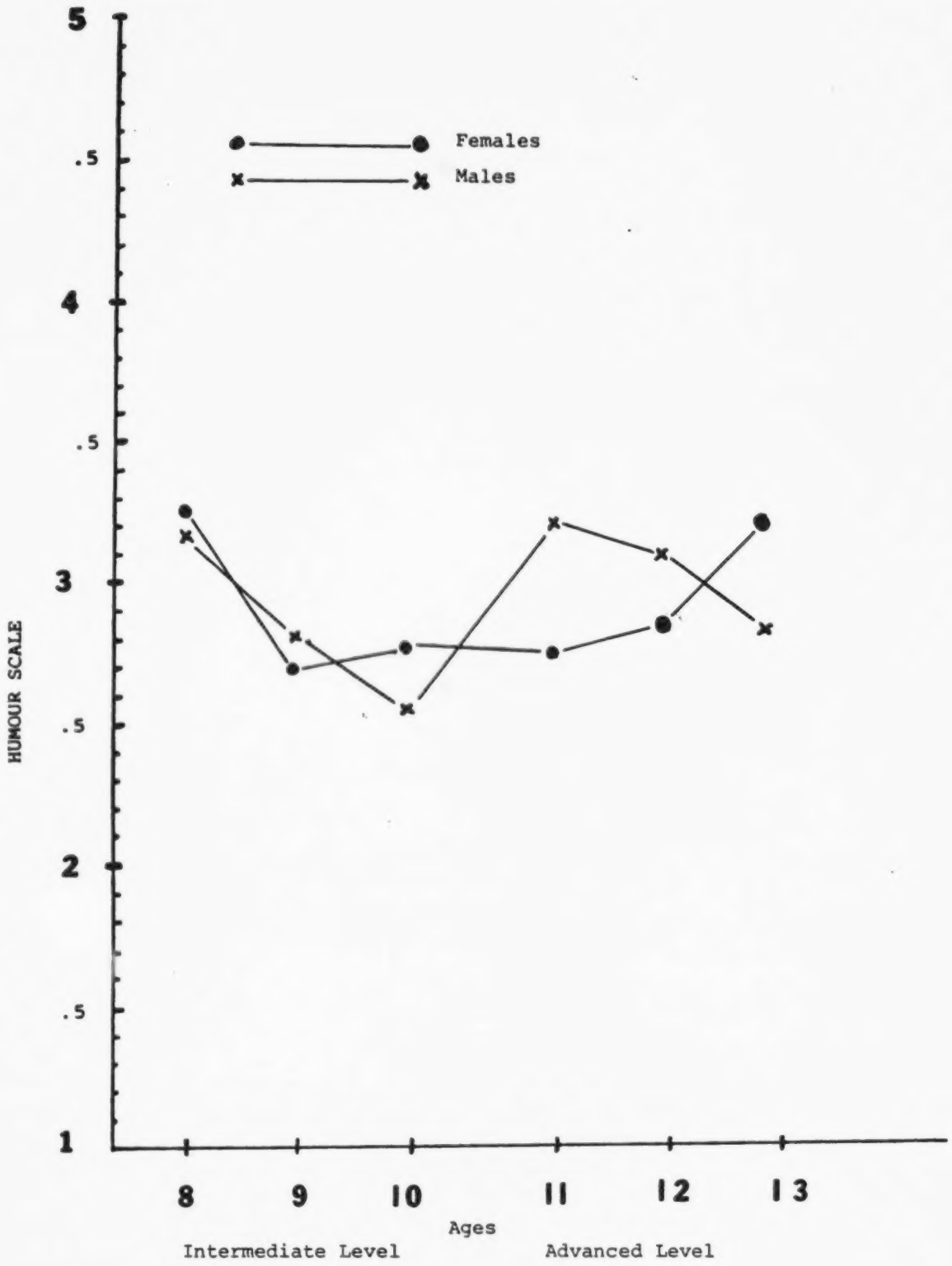

Figure 8
Mean Same-sex Humour Ratings by Sex and Age.

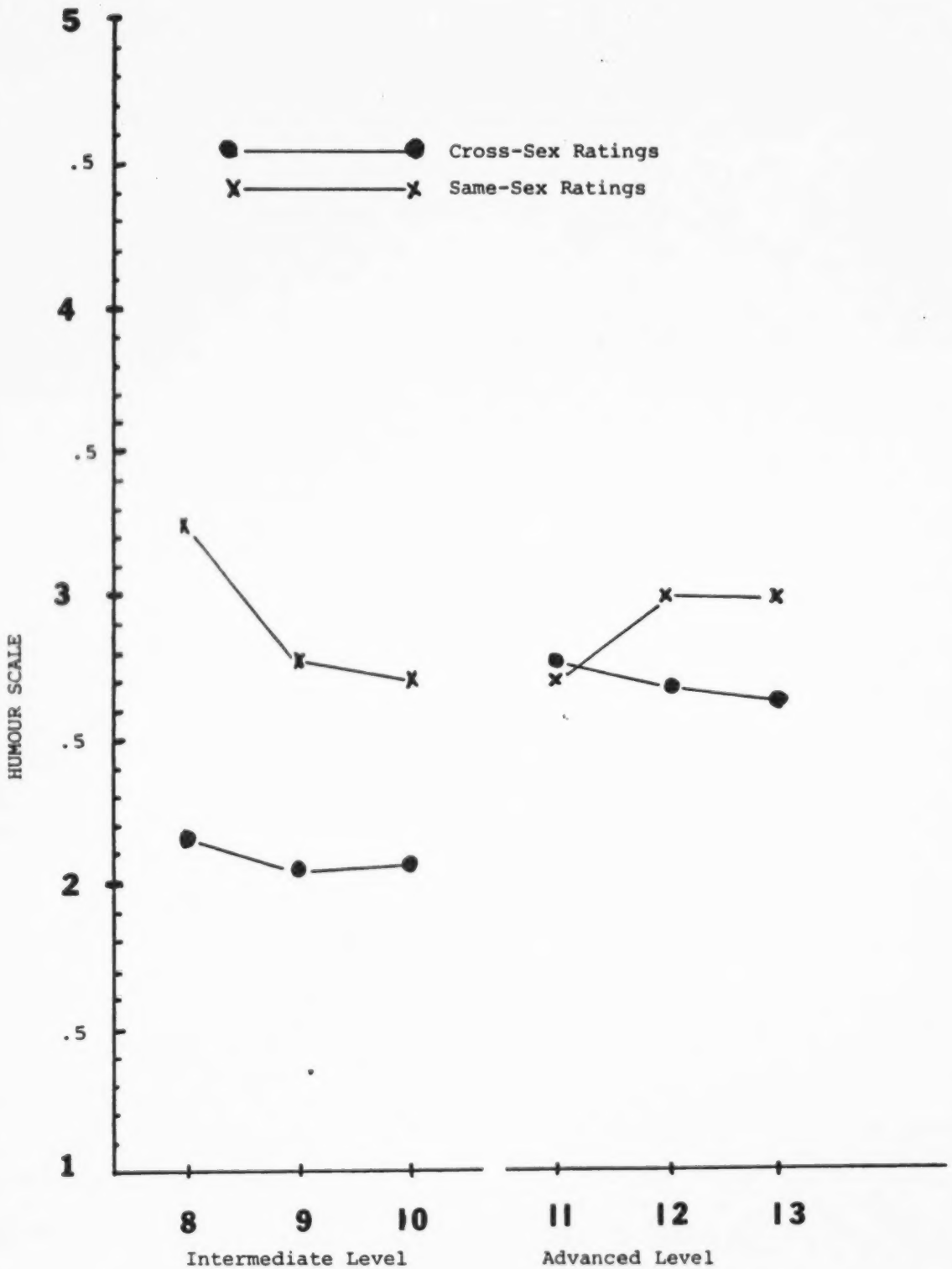

Figure 9
Mean Cross- and Same-Sex Humour Ratings by Ages by Classroom Level.

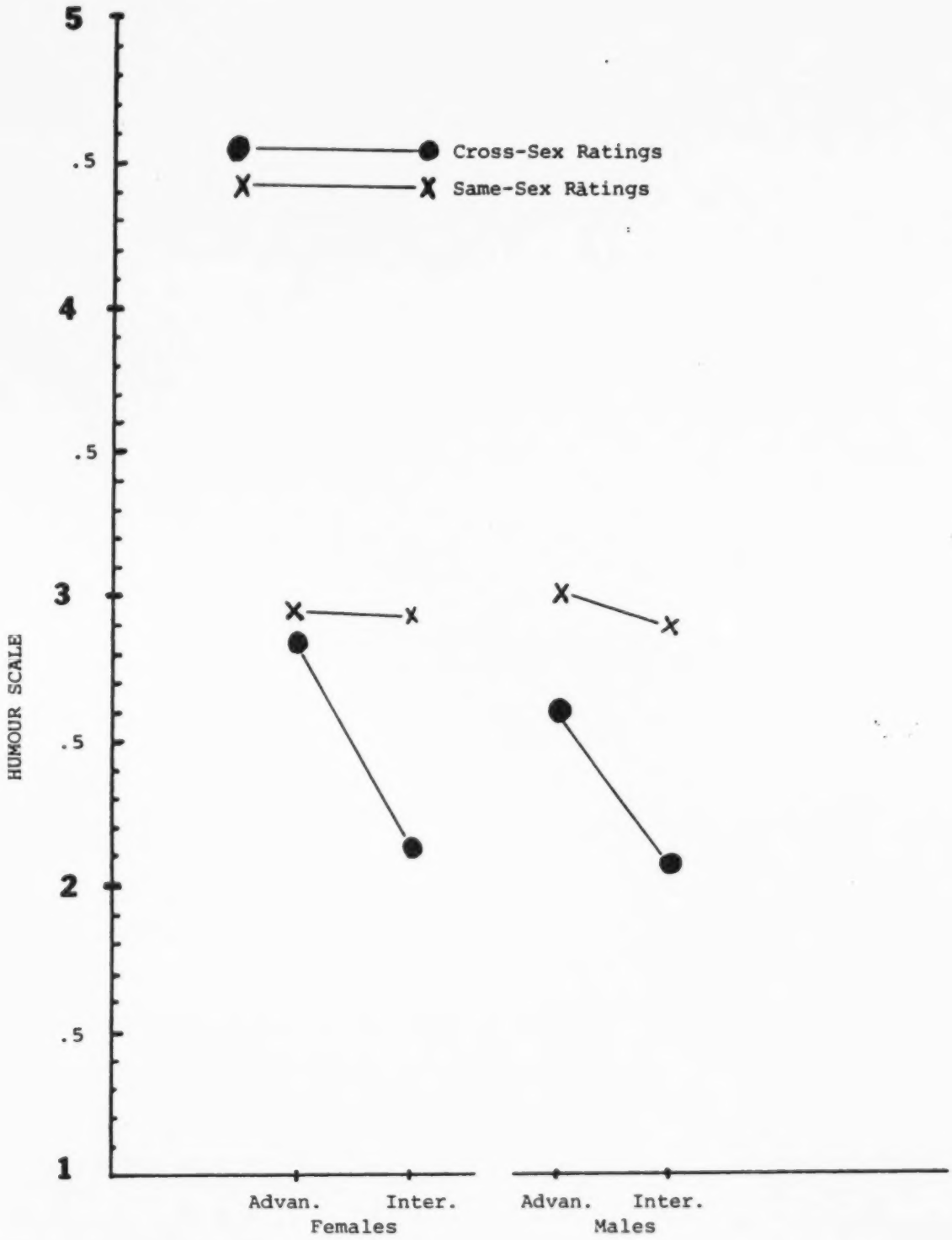

Figure 10
Mean Cross- and Same-Sex Humour Ratings by Sex and Classroom Level.

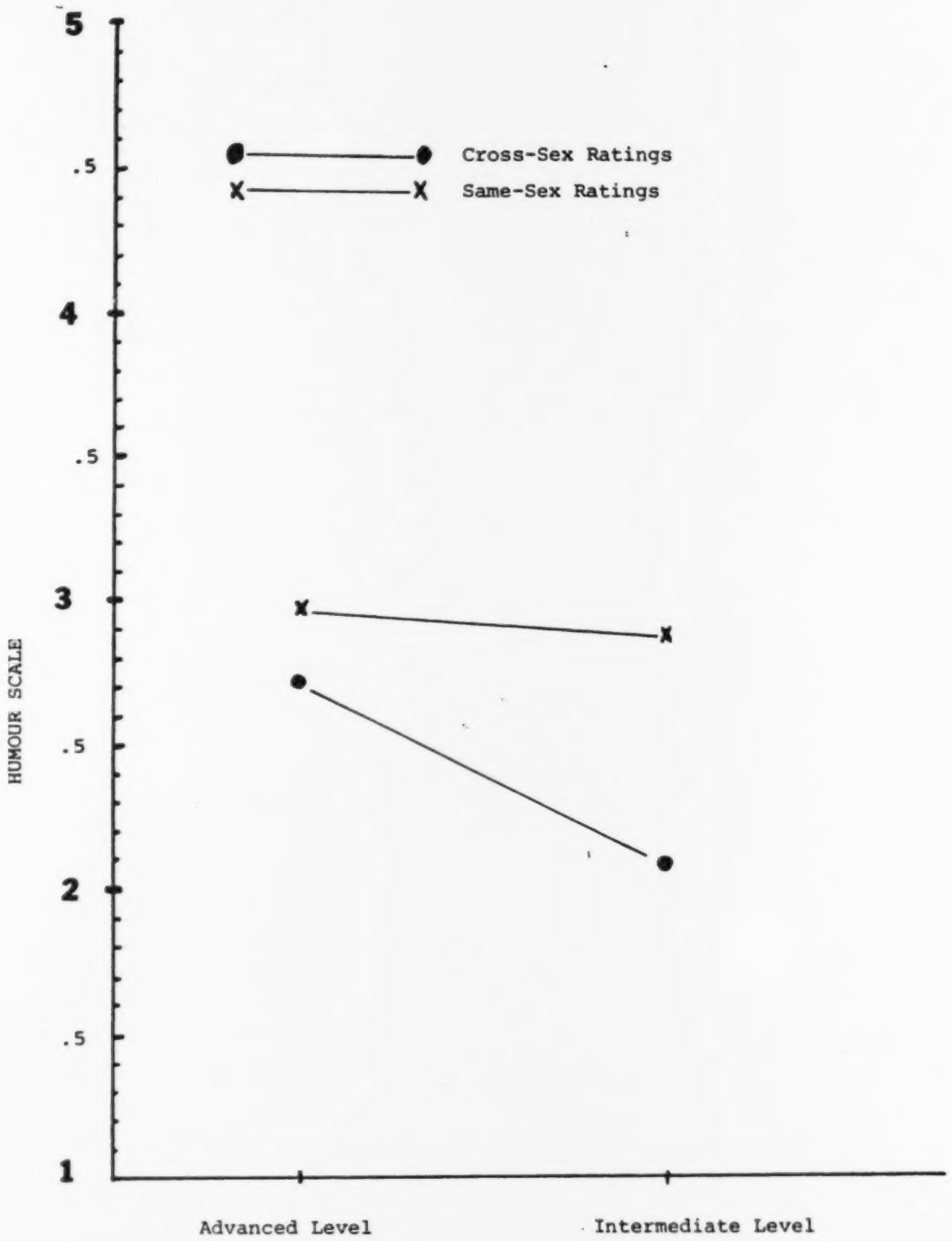

Figure 11
Mean Cross- and Same-Sex Humour Ratings by Classroom Level.

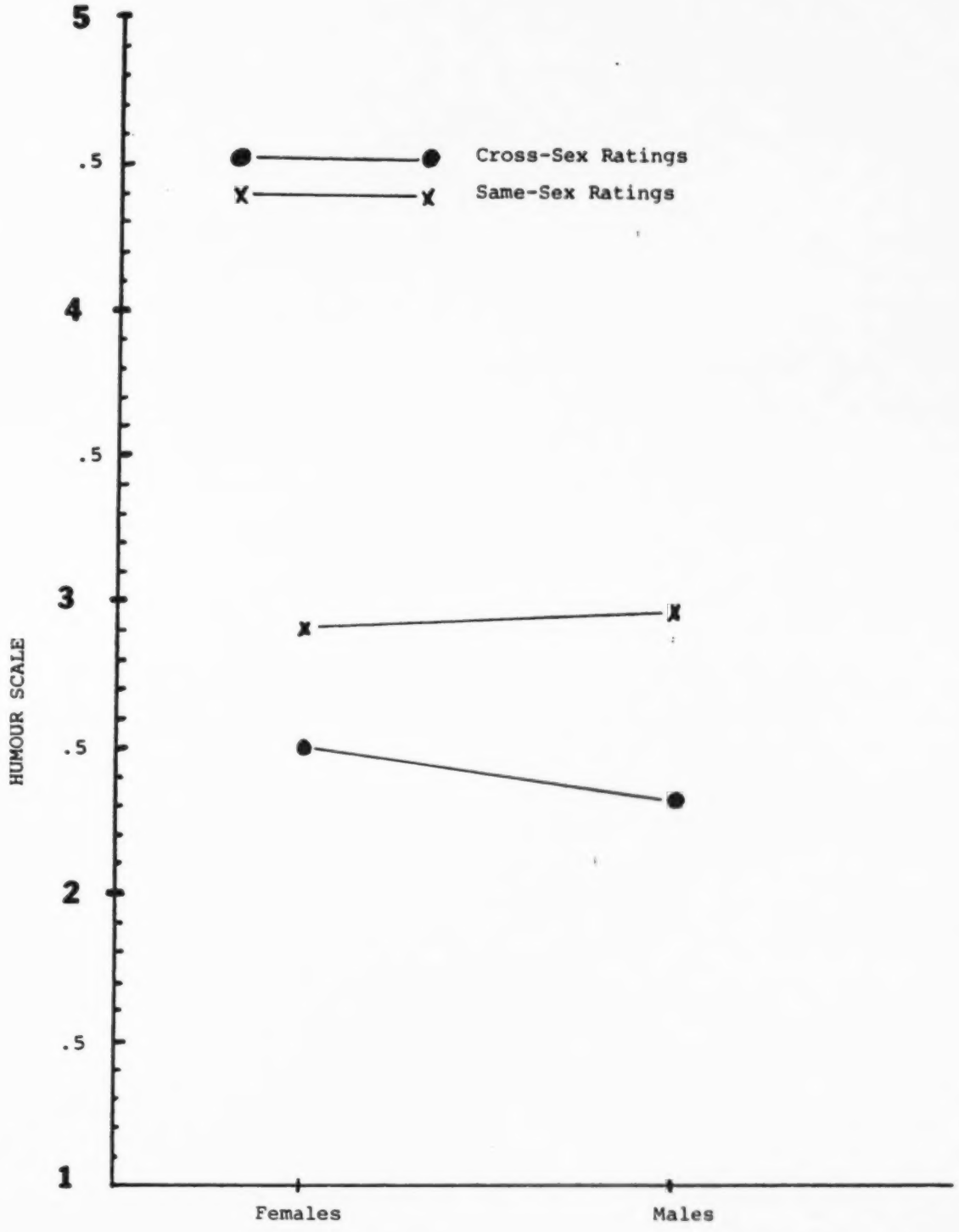

Figure 12
Mean Cross- and Same-Sex Humour RAtings by Sex.

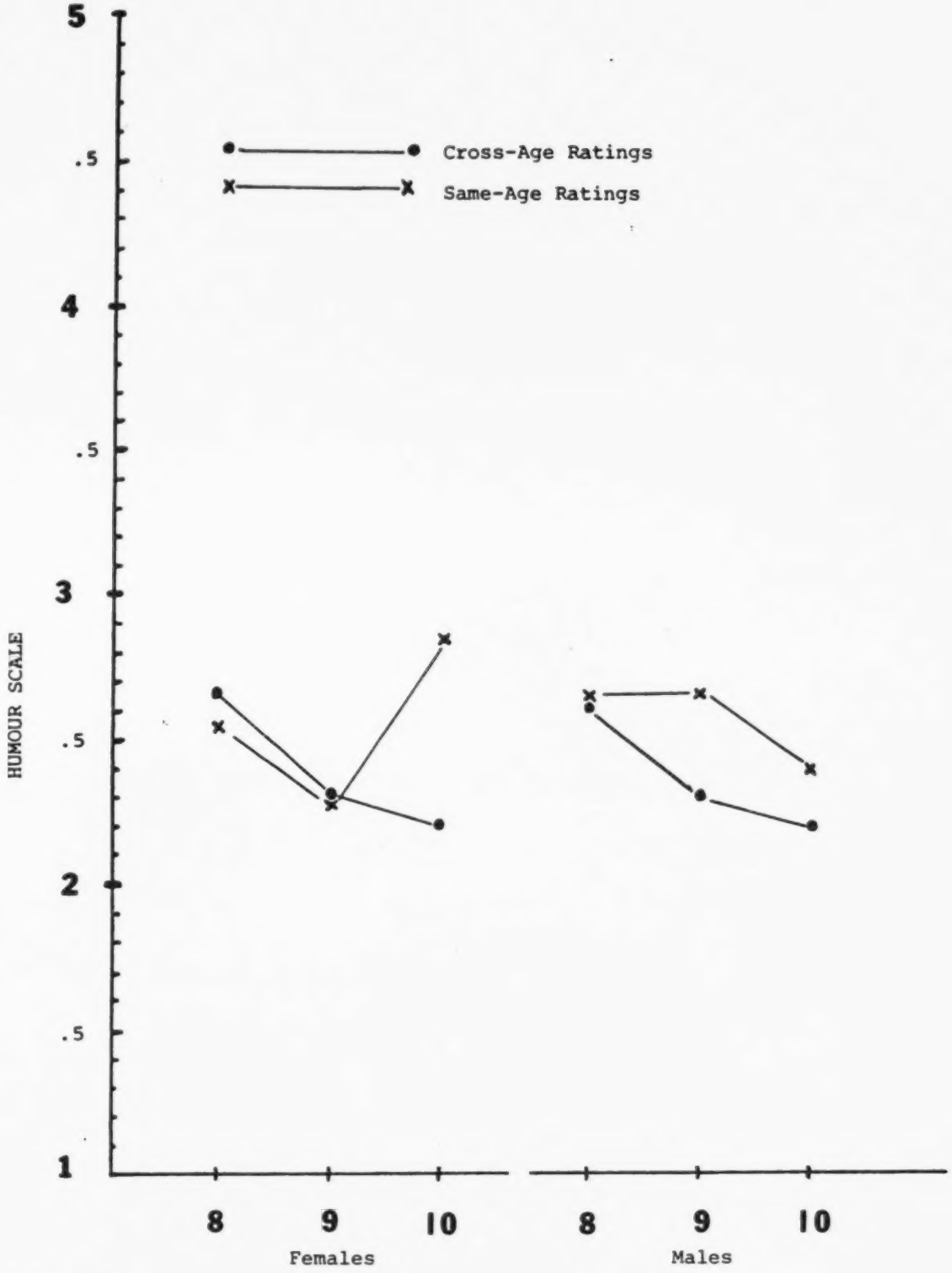

Figure 13
Mean Cross- and Same-Age Humour Ratings by Age by Gender.

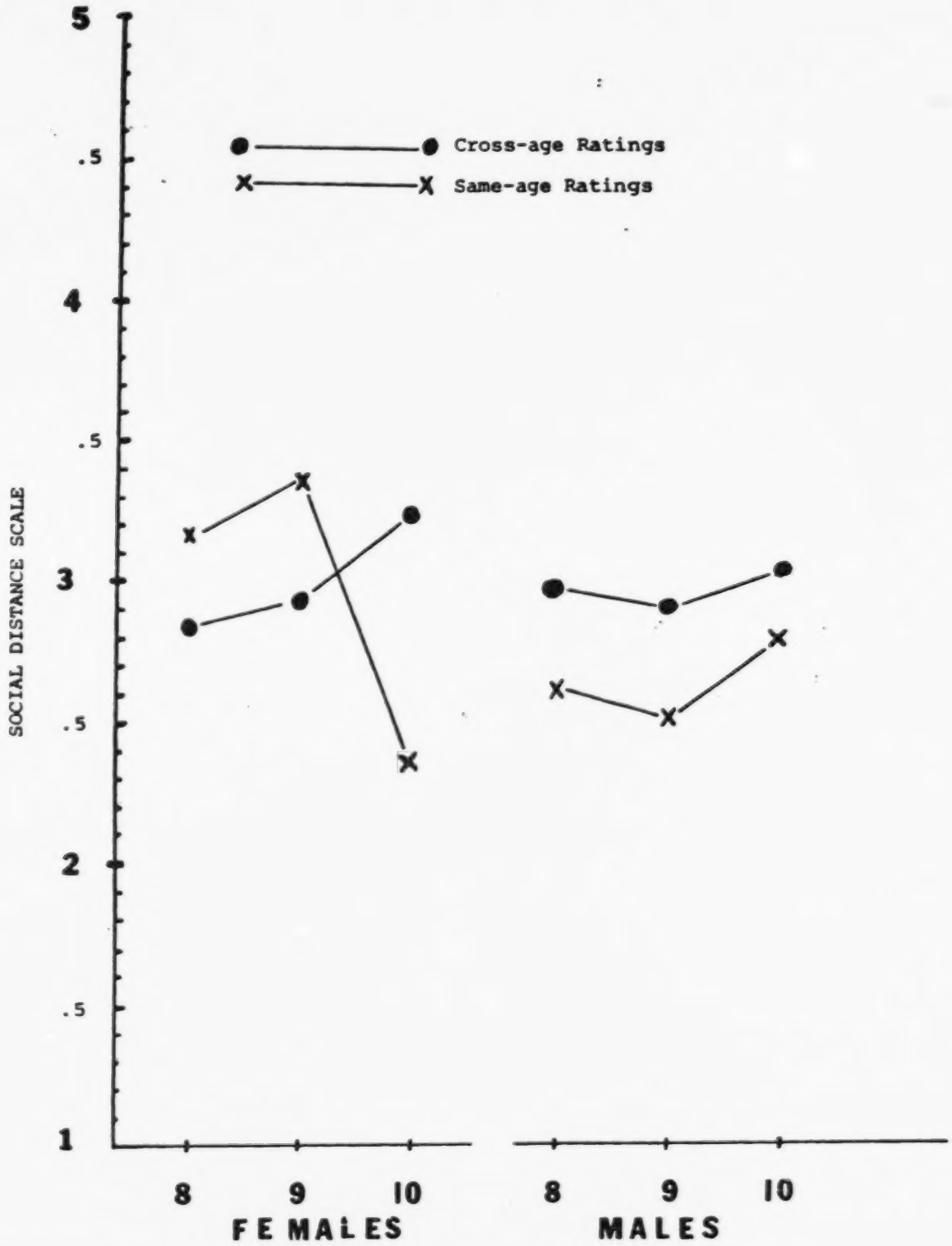

Figure 14
Mean Cross- and Same-Age Social Distance Ratings of 8- 9- and 10-yr-olds of Both Genders.